

# Kansas State Collegian

friday, december 10, 2010

Vol. 116 | no. 74

Checkout places to study in the 'Ville  
page 3

[www.kstatecollegian.com](http://www.kstatecollegian.com)

03 Holiday cheer  
See what movies are holiday favorites and why Americans love a Christmas flick.

04 Sound off  
The opinion page is swelling with letters to the editor on four different topics.

06 Graduation gifts  
Check out the graduation guide to see what gifts are best for K-State grads.

Tomorrow:  
High: 38 F  
Low: 12 F

Sunday:  
High: 25 F  
Low: 13 F

## A DIFFERENT ROUTE

US, Kansas teachers take advantage of alternative certification

Those without education degrees find jobs in schools through other pathways

Jennifer Heeke  
photographer

One day during recruitment for the Bethel College football team in North Newton, Kan., Jason Kazar realized he wanted more from his career. Kazar decided to quit his coaching job and move back to Manhattan with hopes of teaching at his high school alma mater. He earned an alternate teacher certification in mathematics from K-State and today is an algebra teacher at Manhattan High School.

"When coaching, it wasn't the right group of people I wanted to be around the rest of my life," Kazar said. "I wanted to make a difference and now I feel I do. I hated recruiting with college football but I still wanted to coach, so teaching at a high school seemed like a perfect fit."

### What is alternate certification?

According to the National Center for Alternate Certification, 48 of the 50 states have alternate certification programs through which people can obtain a teaching license without completing a traditional college-based certification program. Each state sets its own requirements to obtain the license for teaching. Alternate certification is a teaching license obtained through a state for people who do not have an education degree.

Based on data from the National Center for Education Information, during the 2008-09 school year, about 59,000 people nationwide were certified to teach with licenses issued through alternate certification routes. This number is down from 62,000, or 9 percent, the year before but has been steadily rising, according to the center.

According to a 2005 report from the center, of the teachers surveyed, 47 percent said they would not have become teachers if an alternate route had not been available. In ad-



Jason Kazar, teacher at Manhattan High School, walks through an assignment with students Nov. 16 during an algebra class at the east campus.

dition, 62 percent of the survey's respondents said they still expected to be teaching in five years.

Kansas law states that a license will only be issued to a person who has the basic knowledge and qualifications necessary to engage in teaching in Kansas. According to the statute, "Licensure of a person as a teacher is a reliable indicator that the person has the basic knowledge and qualifications necessary to

engage in the profession of teaching in this state." The Kansas State Board of Education administers an examination to determine if an individual meets these standards.

"The benefits from this were two-fold," said Debbie Mercer, associate dean of the College of Education. "One, to replace the teachers we needed to replace, and two, to help channel teachers where we needed them the most."

In Kansas, to receive an alternate teaching license, an individual has to have at least a bachelor's degree and then complete the required extra courses from a four-year university that has an alternate certification program. Certification is only approved in an area in which a person has considerable knowledge and has completed upper-level courses.

"Individuals who already hold a

degree in the subject they want to teach — or have equivalent coursework — may obtain a restricted teaching license to teach that subject," said Susan Helbert, assistant director of teacher education and licensure for the state of Kansas Department of Education. "They begin teaching and complete professional education coursework and are mentored and supported while continuing to teach."

Kazar held a bachelor's degree in construction science and management from K-State before entering the alternative certification program. He had to complete upper-level math classes and education classes before receiving certification to teach math in Kansas.

"I found the education classes to be beneficial," Kazar said. "They taught me lesson planning and things I wouldn't have thought of."

The K-State program allows students to take education courses that teach them to plan lessons and how to structure class work. After students complete these courses, they must take the certification exam and receive their license to teach in the fall of the year they are licensed.

"They do have to confirm their content knowledge before they start in the classroom," Mercer said. "That's not the same in every state, so I think this is a strength for Kansas."

According to Mercer, the experiences of people who have a restricted license are more "real world."

"People are saying these alternative candidates are bringing a wealth of knowledge to the classroom," she said.

A bachelor's in education requires student teaching, but the alternate certification does not. One suggestion Mercer and Kazar agree on is requiring student teaching, but it is not always available based on the timeliness of the teaching request.

"Of the classes at K-State, student teaching certainly helped me," said Brendan Praeger, journalism teacher at Manhattan High School. "I think a lot of those classes, you just don't spend very much time in the classroom, so for me, I didn't learn a

See TEACH, Page 9

## Professor: Trip opened her eyes

K-State instructors plan to use trip to Ethiopia in their own classrooms

Andy Rao  
junior staff writer

Throughout history, the word diversity has taken on many different meanings, both literal and implied. Until the 15th century, diversity actually signified something perverse or wicked.

In today's world, however, the term has taken on a more positive meaning. Rapid globalization has caused the world to shrink and has caused people to come into close contact with others of different race, religion and culture.

During the summer of 2010, 12 teachers from around the nation explored this globalization by participating in a month-long excursion to Ethiopia to explore cultural diversity. The teachers spent a majority of their trip in the capital city, Addis Ababa, visiting schools, churches, monasteries and other centers of learning to explore the educational system of the African nation.

Partnering with a nonprofit literacy program called Ethiopia Reads, the participants traveled to the northern and southern parts of Ethiopia, distributing books and other learning materials to eager teachers and children. An \$81,566 grant allocated by the Fulbright-Hays Group Project funded the majority of the pro-



Laurie Curtis, assistant professor of curriculum and instruction, displays piece of artwork she bought during her travels in Ethiopia.

Tiffany Roney  
Collegian

gram and helped the participants pay the travel expenses and for any books that were bought to distribute to the schools.

Two K-State professors, Jacqueline Spears and Laurie Curtis, went on the trip.

"It was an amazing opportunity to see the rich culture of Ethiopia," said Curtis, assistant professor of curriculum and instruction. "The culture, customs, rituals and societal traditions

that I was fortunate enough to be a part of showed me another side of human civilization that opened my eyes to not only differences but the commonalities between people all over the world."

The cultural exchange program gave the participants insight into the cultural traditions

See ETHIOPIA, Page 10

## Instructor: Yoga helps mind, body



Ana Franklin instructs a yoga class Tuesday night in her studio, Yoga Connection Studio, on Poynz Avenue. Franklin said yoga cleanses and purifies the body and the mind.

Studio owner teaches poses to provide others with power to heal

Missy Calvert  
metro editor

Soft Indian music mixed with calm, rhythmic breathing in a room lit by lamps, lanterns and Christmas lights. In a soft, soothing voice, Ana Franklin urged her yoga students to feel their weight in their feet and the crease between their shoulders

as they stretched their arms toward the ceiling in the mountain position.

"Beware of your body so you can embody your spirit," she said.

She walked slowly through the quaint studio in a second-floor apartment downtown and touched a student on the shoulder, telling her to be aware of what each muscle was doing, to release the tension and relax.

Teaching to cleanse

Franklin owns Yoga Connec-

tion Studio on Poynz Avenue where she shares the philosophy of yoga and its power to improve people's lives with the Manhattan community.

"The practice of yoga, in fact, does cleanse and purify the body and the mind," she said. "The whole idea of yoga is that we do need to do something every day — in the way that we brush our teeth every day — we need to do something for our minds every day as well."

While yoga is commonly

See YOGA, Page 10

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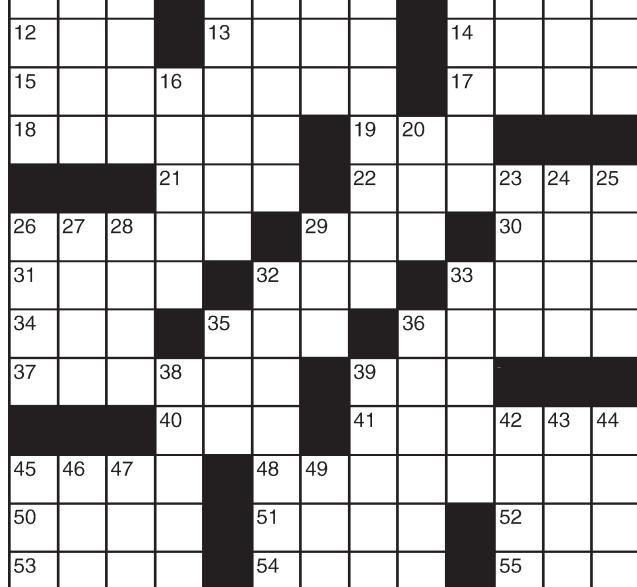


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| 14     | Therefore            | 52 Performance      | 11            | Past               | 31                 | Put on a                 |                        |
| 15     | Trouble              | 53 Paradise         | 12            | Upper limit        | 32                 | pedestal                 |                        |
| 17     | Halt                 | 54 Hammer           | 16            | Used a paper towel | 33                 | Olympics award           |                        |
| 18     | Moral principles     | 55 "Quiet!"         | 20            | Explanation        | 35                 | Resume                   |                        |
| 19     | That girl            | DOWN                | 1             | Rue the run        | 36                 | Sport fish               |                        |
| 21     | Thickness            | 2                   | Run           | 23                 | College VIP        | 38                       | Colorado ski mecca     |
| 22     | Frank                | 3                   | Legend        | 24                 | Elevator           | 39                       | Starbucks order        |
| 26     | Binge                | 4                   | Authoritative | 25                 | Ready for anything | 42                       | "Serpico" author Peter |
| 29     | A handful            | decider             | 20            | Explanatory        | 43                 | Desire                   |                        |
| 30     | Greek vowel          |                     | 21            | run                | 44                 | Brother of Cain and Abel |                        |
| 31     | Be in charge of      |                     | 22            | College VIP        | 45                 | Coloring agent           |                        |
| 32     | Path                 |                     | 23            | Elevator           | 46                 | Scepter                  |                        |
| 33     | Cripple              |                     | 24            | Ready for anything | 47                 | Eisenhower               |                        |
| 34     | Cleo's slayer        |                     | 25            | Indivisible        | 49                 | Indivisible              |                        |
| 35     | Carton               |                     |               |                    |                    |                          |                        |
| 36     | Nervous              |                     |               |                    |                    |                          |                        |
| 37     | Empty talk           |                     |               |                    |                    |                          |                        |
| 39     | Young fellow         |                     |               |                    |                    |                          |                        |
| 40     | "Help!"              |                     |               |                    |                    |                          |                        |

Yesterday's answer 12-10

**12-10 CRYPTOQUIP**

Y H Y V A T B O Y H B H X F T Y H O A  
O L T E L T Y Q B L H ' X I B V Y - D Y X A M  
X F D X B M B Y T K X U L F I M T A Y I I K

D A H Y V A M E A T F - M A H Q B Y I .  
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"Do not go where the path may lead,  
go where there is no path and leave a trail." - Ralph Waldo Emerson



# Prof: People enjoy feel-good themes of popular holiday movies

**Students fill winter break with films, traditions**

**Pauline Kennedy**  
campus editor

While it's predicted the temperature will be shy of 60 degrees Fahrenheit today, the cold holiday break weather is inevitably around the corner.

And although the outside environment certainly does not scream winter weather, most students are excited and ready to pack up their things and head home for the holiday break.

One of the often most celebrated aspects of the break, besides the holidays, are family traditions repeated year after year. One custom in particular, embedded into the American culture, is holiday movies.



Photo illustration by Erin Poppe | Collegian

"I think it's the tradition, the familiarity," said Richard Harris, professor of psychology, about why people continue to watch the same movies every year.

Harris, who has researched

why people watch certain movies, said popular holiday movies bring out the feel-good themes most people enjoy seeing.

And these feel-good movies are anything but limit-

ed around the holiday season.

Everything from the 24-hour TBS marathon of "A Christmas Story," to older classics like "Miracle on 34th Street" and "It's a Wonderful Life," will be available to watch throughout the holiday break.

Of course, there are plenty of other new movies making their way into the realm of holiday tradition. "Elf," "Polar Express" and "How the Grinch Stole Christmas" are just a few.

With numerous movies to choose from over the holiday break, many students have their own family traditions, whether they choose a holiday classic or no movie at all.

"It makes you feel good; it reminds you of how the holidays are supposed to be," said Antoine Vorden, junior in civil engineering, about why

he thinks people watch the holiday movies every year.

For Vorden, there's one flick in particular that defines his family's movie tradition.

"You'll shoot your eye out." What is that? "A Christmas Story," he said. "I think when we were younger it was more of a tradition, but I think we watch it now just because my mom likes it so much. She literally says that line all day, all the time."

Other students heading home have never really paid much attention to the holiday movies or simply have other traditions.

"There's not really a reason that I don't. It's just not been a tradition with my family to watch anything specifically," said Janessa Wedel, senior in mechanical engineering.

Wedel said while her traditions don't revolve around

movies, her family has other typical traditions, including family get-togethers, church and opening presents on Christmas Eve night.

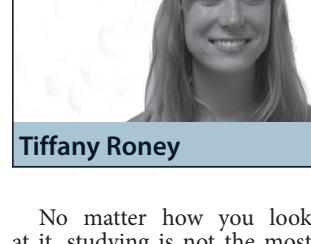
Kate Robinson, senior in family studies and human services, said her family's holiday movie isn't one most people would think of.

"Little Women." It's a tradition in my family to watch it," she said. "Even though it's not a traditional holiday movie, a big part of it is about Christmas, but it's more about family than anything."

Robinson said the themes throughout the movie make it worth watching every year.

"It's just a really good movie. There are a lot of hardships in the movie, but they overcome them very well," she said. "It's about courage and family strength and prayer and love."

## Places to study for finals abound



Tiffany Roney

blocks from the southeast edge of campus and is always buzzing with a college crowd.

Erinn Goddard, junior in family studies and human services, said she takes all of her classes online, so she does most of her homework at Radina's "just to get out. There's a lot of cool people that work here."

The hum of soft music and coffeehouse chatter is the perfect backdrop to free wireless Internet. Add a caffeinated drink, and you could easily spend hours there.

Whenever you need a break, wander to look at the latest wall art and watch the aquarium fish chase each other.

Plus, Wednesday nights are music nights — a good time to hang out with friends while getting just enough homework done to feel satisfied with yourself.

### Bluestem Bistro

Bluestem Bistro provides a slightly less pricey and less upscale environment than its competitor while still offering a wide range of drinks and free wireless Internet.

"Bluestem's pretty small and

cozy; it's just a good atmosphere," Goddard said.

The Bistro often hosts music shows of local bands Friday nights, but you have to check its Facebook page to stay in the know.

The best time to study at the Bistro is Tuesday mornings because that's when floods of children come in for music and story time with comical barista Steven Keck, senior in psychology.

It is impossible to hate whatever you're doing when 20 children are singing and dancing in the room next to you.

As you look up to try to remember what is on your study guide, you will watch tons of happy faces with tiny hands, and all of the answers will magically come to you — if they don't, you won't mind.

### Panera Bread

Feeling classy and chilly? Panera is the perfect place to feel distinguished while slurping hot soup — I recommend the cheddar broccoli.

There are usually less

See STUDY, Page 9

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## STREET TALK

### How was your week?

"I'd say so far my week has been really stressful preparing for finals, and I had some finals this week."



Claire France  
FRESHMAN, APPAREL TEXTILES AND DESIGN

"The week itself — it's been kind of a sad thing. We had somebody retire. It was a sad thing, yet a happy thing."



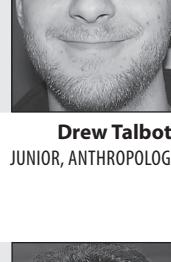
Carla Bishop  
DIRECTOR OF PURCHASING

"You know, my week was pretty good. Yeah, kind of trying to get ready for finals."



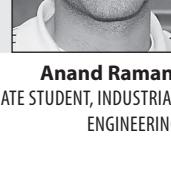
Willie Todd  
SENIOR, SPANISH

"My week was pretty good, minus the school. And I usually look forward to Thursday nights, here at Cru."



Drew Talbott  
JUNIOR, ANTHROPOLOGY

"It's been pretty hectic, papers and last projects coming in. And the exams next week: so hectic."



Anand Ramani  
GRADUATE STUDENT, INDUSTRIAL ENGINEERING

"Not as hectic as his week; it was pretty easy-going for me."



Rucha Maudlik  
GRADUATE STUDENT, ARCHITECTURE

"Wonderful. Yep. It was great. Nice."



Rashed Al-Quoud  
FRESHMAN, ARCHITECTURAL ENGINEERING

"Hard, but nothing I can't handle."



Andre Moraru  
ACROBAT IN THE CIRQUE DE SOLEIL

## LETTER TO THE EDITOR:

### Leggings are practical, fashionable piece of clothing

This is in response to Sara Guddes' "Results May Vary" column about leggings. I have seen people wear some strange and unreasonable things. Why pick on leggings? Leggings are a practical combination of sweatpants and skinny jeans. They keep frigid air from your skin, can be dressed up or down in numerous fashions and are the most comfortable garment since the sports bra.

Some complain that they are too tight to constitute pants. In comparison to

skinny jeans or any pant that does not cause the wearer to look like they are donning a tent, leggings do the same job as their competition.

Let's discredit the most ridiculous of myths in speculation that leggings won't keep you warm. The actuality is quite the contrary. Running around in panty hose and a T-shirt during the winter months would be a surefire sign that you are crazed or highly intoxicated. Leggings are not simply hosiery. They are much tighter knit and

made of more durable material. The purpose of pants is to provide a buffer between your warm skin and the outside environment to reduce loss of body heat to the cold winter air, because heat energy is inclined to move from an area of higher temperature to lower temperature. If your leggings do not "breathe" as panty hose do, they are doing their job in preventing aforementioned heat loss.

I don't mind if "the whole world know(s) every curve

and crevice of the lower half of my body." Excuse me for having self-confidence. My theory is that those opposed to the movement of leggings-as-pants don't value their assets — pun intended. I am not carrying a sign that states, "Please, I am begging you, look at my rear end!" I simply love myself enough that I do not need to hide under a muumuu. Now you think, "But, I do not care to observe your body so closely." Then, by all means, do not stare at my butt.

With its increasing popularity and versatility, I do not foresee leggings hitting the hay anytime soon. They will continue to be a practical outfit choice for confident girls who wish to be comfortable as they live their lives.

Next time, let's pick on people who wear yellow tennis shoes in the winter because I dislike looking at the color, and boots are the only warm footwear in existence.

Ellesha LeCluse  
senior in biology

### Marijuana legalization backed by Bible verses

Dear Editor,

Jillian Aramowicz hit the bull's-eye with her Dec. 2 column entitled, "Marijuana not as dangerous as most legal drugs." Marijuana should be legalized.

One way to legalize the relatively safe, extremely popular, God-given plant cannabis is to remove it from being a Schedule I substance alongside heroin, while meth and cocaine are only Schedule II substances.

Another reason to stop

caging responsible adults who use cannabis that doesn't get mentioned is because it's biblically correct. God, the ecologist, indicates he created all the seed-bearing plants saying they are all good on literally the very first page (see Genesis 1:11-12 and 29-30). The only Biblical restriction placed on cannabis is to accept it with thankfulness (1 Timothy 4:1-5).

Truthfully,

Stan White  
Dillon, Colorado

### Groups benefit learning

I read Tim Schrag's Tuesday article, "Group projects not practical in college setting," and was immediately incensed.

There are two separate problems Schrag poses to the impracticality of group projects: One, the projects take valuable, precious time away from hardworking students, and two, the projects leave a student not solely responsible for his or her own grade. However, Schrag's article makes the entirety of K-State students look like whiny, lazy and incompetent crybabies.

I'm sorry, but this is not an argument I can get behind. The crux of the issue at play is that students have come to expect professors to hand them a degree with little or no work put toward earning said degree. Every student knows earning a college degree takes effort — studying, reading and, yes, group work — so we students can be responsible, critically-thinking professionals who are capable of productive teamwork in the workplace. How else are professors to teach students how to become mature professionals capable of responsibility if they don't require students to work together in group proj-

ects?

Time is precious. Consider this: Professors cannot take time out of their class schedule for students to work on group projects because professors need that class time to teach. Consider the student who juggles full-time jobs and school and raising children. Consider also that a boss might require that you work 40 or more hours a week and might depend on you as a responsible member of their team. This is why you give up your time as a student for school: to learn to be a responsible professional.

If a student is worried about his grade in a group setting then I pose this solution: Do as much work as possible. If students know other members will slack off, then take up their slack as well. Put in as much work as necessary to make sure that you get the best possible grade. Think it over: If everyone in a group setting had this attitude, then students wouldn't worry about their grades. But that would require work, wouldn't it?

Jessica Schmidt  
sophomore in English

### Stereotyping greeks wrong

As a freshman from an exceedingly small town in north central Kansas, I arrived at K-State with a terribly basic understanding of what being greek entailed. Only two students who attended my high school during my tenure had joined a fraternity before me. Joining Alpha Tau Omega was a leap of faith in those regards.

What I soon learned, however, is the difference between house and chapter. My house is where I eat, study and rest my head. It is not elegant, it is not overly tidy, but it is an imposing structure upon which the men at ATO have built an even more impressive and immutable structure, the bond of brotherhood that is their chapter.

This is the part of the

letter where you expect me to explain that I don't pay for friends, I pay to live with people with like backgrounds and goals. But the truth is we're not at all the same. What binds us together is that on any given day of the week, there are 79 other men who are interested in what you're studying, how you're adjusting to college and just hanging out and having fun.

There is an evident schism at K-State between the greeks and the rest of the student population. Our accommodations may be aberrant, our wardrobes disparate with the remainder of the student body, but we have the same career goals and challenges as students not in fraternities or sororities. And we have

flaws, too.

Sexual objectification is pervasive in society, from greeks to students for whom Delta is only the mathematical symbol for change. "Slam piece" is perhaps a demeaning term in the greek lexicon, but is it any more objectionable or harmful than the more widely used phrase "piece of ass?" Vilifying the bulk of greek men because a handful created a variation of a common pejorative seems rather illogical and in itself discriminatory, just as it seems odd that homecoming jackets are relevant to discussion in this publication while cargo shorts are not.

Dylan Koch  
freshman in computer science

### Protest overshadows lecture

Editor,

I was quite pleased with Kathleen Sibelius' fine Landon Lecture last week. When allowed to describe the new health care plan at length, she demonstrated its very reasonableness, including a significant benefit of continuing students' health insurance past graduation. I would not be surprised at the same reasonableness that got her elected here, except for having been barraged with misinformation and distortions, as more media time was actually given to paid campaign attacks than to campaign issue coverage, like money — especially corporate money,

increasingly takes over our supposed democratic elections.

Sibelius dodged all the sensationalism, having always preferred the true leadership role of addressing the needs of almost half a million uninsured Kansans, ignored by party leaders for decades. The best leaders should now engage in dialogue to improve the voted plan, as was eventually done with every new program, now indispensable, from Social Security to minimum wage, Medicare, Medicaid, Civil Rights — all of which were just as hysterically opposed at the start.

As to dialogue, however, one aspect of the event was disappointing to me. While we again had to

endure the ridiculous Phelps' crew demonstrating outside, I believe the university's decision to cordon them from contact was wrong. It may be prudent in some public venues to avoid possible confrontations, but the resulting impossibility of any dialogue (even recognizing where dialogue becomes hopeless) does deep disservice to what a university is for — dialogue, even with the most challenging, provocative or even disturbing ideas and points of view. I hope this isn't continued.

Don Hedrick  
Professor of English and director of the Program of Cultural Studies

### Mendenhall guilty of her own objectification

I've noticed Beth Mendenhall writes two types of articles: insightful articles shedding light on under-represented issues and articles focused on slamming campus groups. Now, I'm not a member of the greek community, but I think it's clear Beth's most recent article, "Objectified," is of the latter type.

Mendenhall has done little to convince me she's concerned about the objectification of sorority girls, particularly after a line in her Nov. 15 article about

charity groups. In that article, she noted that nearly everyone "has been harassed by a jean skirt or North Face jacket ... I know such language is objectifying but ... (sorority girls) all dress the same." This essentialism litters her recent articles. She continues in "Objectified" portraying sororities as "compet(ing) over who

can win the most attention (from) men," and fraternities as a "competitive culture that rewards sexual prowess and control." But all sorority girls aren't jean skirts com-

peting for sexual attention, and fraternity boys aren't all sex-addicts looking for a "slam-piece." They're individuals with unique personalities and experiences.

Mendenhall argues greek life at K-State is "the perfect Petri dish for rampant sexual objectification," but her search for proof leaves us with three events in the past year each occurring at campuses more than 1,000 miles from K-State. They were egregious acts against women, but only the "slam-piece" example occurred

here, and I'm not convinced that objectifying language is unique to fraternities. So, why are greeks the target?

Fraternities aren't the root cause of sexual objectification, even if it occurs there. Every day, violent acts against women occur in situations completely removed from greek culture. "Objectified" is more appropriately titled for what Mendenhall does to the greek system. The most disappointing aspect of this article is Mendenhall spent so much time objectifying the entire greek

community that her arguments for the importance of respecting women's subjectivity become obfuscated.

Mendenhall, you can be an effective writer, but you waste our time, your time and your influence when you make attacks instead of arguments. So, I hope next time you start to write a slam piece, you redirect your focus to the relevant issues.

Sterling Braun  
sophomore in microbiology

### Sticky Vicky | By Aman Srivastava and Yosuke Michishita



Rashed Al-Quoud  
FRESHMAN, ARCHITECTURAL ENGINEERING

"Hard, but nothing I can't handle."



Andre Moraru  
ACROBAT IN THE CIRQUE DE SOLEIL

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friday, december 10, 2010

kansas state collegian

# GOING HOME

## K-State travels to Chicago; Pullen's family to see him play

**Tyler Scott**  
staff writer

With an 8-1 record for the men's basketball team, K-State is scheduled to travel to Chicago to take on Loyola University Chicago. It will be the first of three games away from Bramlage Coliseum, but for senior guard Jacob Pullen, a trip to Chicago is a trip home.

The teams met last year on Nov. 13, when K-State won 92-54. Senior forward Curtis Kelly scored 22 points, while Pullen had 15. Pullen said this game is not really a particular one to think about so much, but it does mark a special opportunity for him personally.

"This is just another game for us," he said. "It's a chance for my family to see me play."

Pullen said he has had a few appearances at Joseph J. Gentile Center, and the ones he remembers the most are of a few summer camps he participated in years earlier.

Head coach Frank Martin said he tries to schedule games in players' hometowns when he can so they have the opportunity to play in front of their families.

"The longer the players stay around, they may be able to make trips back home later on," Pullen said. "You can get excited to play for a coach like Martin who can promise to have a road game to someone's hometown."

The Ramblers are seventh in the Horizon League. Senior guard Geoff McCammon, who is averaging 13 points per game, and Andy Polka, red shirt senior forward, lead the team with 7.6 rebounds per game and 53 percent shooting. The Ramblers also have a Kansas City, Mo., native in senior guard Terrance Hill.

"Loyola is a real good basketball team, and I would rather be playing them at home," Martin said.

K-State is coming off a mediocre performance that yielded a decisive win against Alcorn State. Pullen still leads the team in points per game with 16, while Kelly and sophomore guard Rodney McGruder are averaging 11 points per game.

Martin said the team is still trying to find a solid wing player to play beside Pullen and still learning the ins and outs of college basketball.

Tipoff at Loyola is scheduled for 3 p.m., and Fox Sports Net will televise the game.

**K-State coach Frank Martin** calls the defensive set during the first half against Emporia State in Bramlage Coliseum on Nov. 29.

Jonathan Knight | Collegian



## Track and field to open season with home meet

**Justin Nutter**  
gameday editor

It's the time of year when the volleyball court is removed from the floor of Ahearn Field House and replaced with sand pits, hurdles and pole vaulting equipment. The 2010-11 track and field season is officially underway.

The Wildcats, coming off a solid 2010 outdoor season last spring, open competition this weekend with the Carol Robinson Winter Pentathlon and the KSU All-Comers open meet. The two-day meet, which will take place today and Saturday, marks the first of three straight home competitions to open the indoor campaign. Head coach Cliff Rovello said he's excited to watch the large contingency of participating Wildcat athletes.

"There's probably 40 to 50 of our kids that are competing," Rovello said. "Some of them will compete unattached. I'm anxious to see how a lot of them do."

Because the meet is in all-comers format, registration was open to anyone until Wednesday. The tournament field includes athletes from several small schools in the region, including Wichita State, Fort Hays State and Nebraska-Omaha.

Rovello said he hopes to use this weekend as a measuring stick for some of his new athletes, including freshmen and transfer students. He said he was anxious to see these students perform.

The Wildcat men enter the indoor season with plenty of experience, including several athletes who will look to make a splash in the conference ranks. Hurdler Jeff Julmis and combined athlete

Moritz Cleve, both All-Americans, look to provide senior leadership this season. K-State should also receive plenty of production from its younger athletes, including sophomore high jumper Erik Kynard Jr., who finished sixth at the 2010 national outdoor championships.

"I really think that our men's team could be really, really good," Rovello said. "We could have a good conference-level type of squad. If things fall right, we most certainly should be a top-10 national team. For us to have expectations of anything less than that, given the people that we have, I don't think we're being very honest."

On the women's side of the roster, the Wildcats look to improve from a squad that finished ninth at last year's Big 12 Conference outdoor championships. K-State's top returners include a pair of former NCAA Midwestern Regional qualifiers, jumpers Tiara Walpool and Nina Kokot. Walpool will look to establish herself as a leader during her final collegiate season, while Kokot will compete as a junior.

Rovello said the women will have to deal with growing pains as the season progresses, but he hopes they can use their relatively young roster to their advantage.

"Sometimes, we tend to use youth as an excuse a little bit," he said. Rovello also said he expects the team to get better every year, and that athletes from other schools that the Wildcats compete against will also improve.

This weekend's action is set to start today at 10 a.m. with the men's 60-meter hurdle portion of the pentathlon. Women's competition is scheduled to begin at 10:30.

## K-State looks to remain perfect at home

**Chris Wallace**  
junior staff writer

After defending its undefeated home record Wednesday night, the K-State women's basketball team will look to continue its success in Bramlage Coliseum when it takes on UC Davis Sunday at 2 p.m.

Wednesday marked the day the Wildcats beat the North Dakota Fighting Sioux 76-49. That win put the Wildcats' mark at home at 6-0.

K-State benefited from team balance, as nine different Wildcats contributed at least five points in the effort. Hot shooting all night allowed the team to maintain a comfortable lead throughout the game, as K-State had its largest halftime lead — 18 points — and shot its highest percentage from the floor — 53.2 percent — this season.

The Wildcats' bench bounced back from a rough performance against Iowa, in which they only scored six points, by pouring in a season-high 34 points against North Dakota.

"I think the greatest positive from our point of view of this game was that we had players come off the bench contributing," head coach Deb Patterson said after the win. "They were finding ways to score and making stops. It was a good overall win for our basketball team because we got the opportunity to go deep into our basketball team."

"Coming off that game against Iowa it was a priority for us tonight and exploit that opportunity for us in this game," Patterson said. "I felt good about that in this win today."

Despite an unusually cold

shooting performance against the Fighting Sioux, sophomore guard Brittany Chambers looks to lead the team into action for this final home tune-up before conference play begins. Chambers leads the team in scoring with an average of 16.1 points per game. She will also need the help from fellow starters Bransha Brown and Jalana Childs, both junior forwards. Childs is the second leading scorer for the Wildcats with 11.6 points per game, and Brown leads the team in rebounds per game with 6.8.

K-State will not be facing a pushover team. UC Davis was first in the Big West Conference and played in the Women's NIT last season. The Aggies return with a veteran roster featuring three seniors and five juniors. UC Davis is currently on a three-game winning streak, and its only loss came at the hands of No. 10 UCLA.

Last year, K-State traveled to California to take on the Aggies and emerged victorious, 73-59. K-State relied on 13 3-pointers to win that game, with sophomore guard Taelor Karr draining four of them. While a better shooting night from Chambers could help Sunday, chances are the Wildcats will look to repeat the team balance they saw Wednesday.

K-State guard Emma Ostermann looks for an open player around South Dakota State forward Leah Dietel during the first half of the women's basketball game in Bramlage Coliseum on Nov. 30. K-State won 56-51.



Jonathan Knight | Collegian

# All Grown Up!



## Moving home offers benefits, drawbacks



Elena Buckner

own personal cupboard to use. Some even find it frustrating to come home to a shared main entrance. Different schedules of late nights or early mornings might make it more convenient to have a separate basement entrance or side door to avoid unnecessary commotion or having to introduce any guests to the entire family whenever they walk in the door.

— Maturity: Believe it or not, moving home has a huge potential to stunt the maturing process. After four or more years of living away from home, whether in the residence halls, an apartment or a house, most college students can pinpoint one or more specific experiences of periods of growth and increased maturity. When moving back home, staying on that upward trend could be difficult, especially if parents are just itching to remove any roadblocks in their "baby's" way.

The pros and cons are widely debated, but the truth remains that Mom's basement — even if she charges some sort of rent — is generally the cheapest decent and rodent-free living situation on the market.

That said, however, there are a few potential drawbacks with moving back home. Here are a few of the most obvious:

— Power struggles: Parents and young adult children will need some time to work out a new balance of power. No longer is it appropriate for parents to establish curfews or ask the typical "Who, what, where, when will you be home?" before no-longer-little Nicky steps out the door. It is still their home, however, and that means they will almost always win in any sort of rule relating to who can come over and at what hour of the day or night visitors need to go home. If you discuss and work out these issues together, living at home could be a fun and peaceful atmosphere for both parent and child. If not, it could result in a small precursor to World War III the first time someone stays out all night or an "evening guest" shows up at the breakfast table the next morning.

— Privacy: Depending on the house setup, moving home might also mean moving back to a bathroom shared with siblings and a kitchen without your

— Maturity: That's right; it

Heather Scott | Collegian  
When considering moving back in with parents, it might be time to hide the kegs in the closet.

belongs on both the "pro" and "con" list. Just as moving home has the potential to limit growth in maturity, it also has the potential to create opportunities for it. Parents and children are forced to establish new guidelines for their interactions, which are important in creating an adult relationship with the people who once changed diapers and enforced regular tooth brushing.

— Free things: Rent, food, laundry, TV and internet all fall under the umbrella of expenses that are no longer an issue when living at home. In addition, as mercenary as it may sound, it is much easier to convince parents to buy necessities like shampoo while living under their roof. After all, they're going to the store anyway; they might as well grab a few things for you while they're out.

— Maturity: That's right; it

atmosphere because it's the same thing you experience over Thanksgiving and winter breaks, as well as over the summer.

Moving home has its ups and downs, but it's a smart financial move while making the jump from the comparative poverty of college to the comparative — or actual — wealth of full-time, "grown-up" employment. Use the time at home wisely and enjoy it while it lasts, but don't forget to move out when it's time.

Elena Buckner is a junior in secondary education. Please send comments to [edge@spub.ksu.edu](mailto:edge@spub.ksu.edu).

## Memorable, practical grad gifts popular



Nathaniel LaRue | Collegian

K-State mementos remain popular as graduation gifts. Carolyn Rose, of the Union Bookstore, said photographs of K-State sporting venues are common purchases for gifts this semester.

**Tim Schrag**  
senior staff writer

Finding the perfect gift for graduates is not always an easy task. Jason Orr, senior in biological and chemical engineering, said he has given a gift that has backfired.

Orr said he recently gave a gag gift to a December 2010 graduate that was not immediately funny. Orr said he gave a hat that read "Number One Dad" to his friend in front of both his friend's girlfriend and her parents and described his friend's reaction as "textbook shock."

"I walked in, said happy graduation and presented him with the hat," Orr said. "It was only after then that he introduced the three people around him: the girlfriend, who I'd never met, her mother and her father. He was speechless, the girlfriend was laughing and her parents were very confused."

Orr also happens to be a May 2011 candidate for graduation. He said to give a proper gift one needs to know what is meaningful to the graduate. Orr added he does not know exactly what he wants for graduation, but any kind of K-State memento would be appreciated.

Carolyn Rose, manager of the K-State Student Union Bookstore, said popular gifts this semester include photos of K-State sporting venues like Bramlage Coliseum and Bill Snyder Family Stadium, but classic gifts include desk accessories, business card holders, jewelry for ladies and gift certificates to the bookstore. However, one of the most popular gifts is the graduation frame for a degree.

"I think students are looking for something nice that they can remember the university by," Rose said.

Rose also suggested that consumers who purchase large or difficult-to-handle items should wait until a few days prior to a graduation ceremony. Rose said that while the rush for gifts comes several days leading to graduation ceremonies, the bookstore will not run out of frames.

Megan Papenfuhs, senior in journalism and mass communications and December candidate for graduation, said she is looking for more practical gifts as opposed to mementos.

"I'm looking for gift cards for places that the items I will need for my new apartment," Papenfuhs said.

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Austin Taylor McFall

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Theresa Melhem

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# All Grown Up!



## Transition from sweats to suits essential



Larissa Ost



Ariel Burress

For many graduating seniors, this can be a very stressful time of year. In addition to the pressure of trying to pass those last final exams, hunting for jobs can be even more time-consuming. Reality is setting in and coming to the realization that you are about to enter the real world can be an eye-opener. What you wear during that fateful interview is extremely crucial because — let's face it — how you're dressed does make a difference.

You just spent the last four or more years of your life dedicated to school. Late nights studying or finishing those last minute projects, you probably lounged in those purple sweatpants and a K-State sweatshirt. While there is nothing better than being cozy on a daily basis for four years, it is time to upgrade once you graduate.

While professional dress is considerably less comfortable than sweats, using some personal style will not only

Heather Scott | Collegian  
Post-graduation attire includes more sophisticated fashion pieces, like dress pants and heels.

make you look better, but it will also set you apart from the competition.

Women have a variety of options when it comes to professional dress. The classic blazer/trouser combination will always be sleek, and there is always the popular form-fitting pencil skirt. Colored blouses give a nice pop of color to neutral toned jackets or pants. You can also try swapping a colored cardigan for the trendy oversized blazer with a dress. If not, cardigans are always a sweet, light alternative to the sometimes-stiff jacket.

Color coordination doesn't necessarily mean you have to wear a black jacket with black pants and black shoes. Instead, try creating a cohesive color palette — think a nice gray tweed trouser with a white ruffled

button-up and a navy blazer or pink cardigan.

Accessories pull the entire business chic look together. Be sure to wear a nice shoe that fits the role, not necessarily something you would wear out to Aggierville. So when you're shopping, look for a heel that is less than three inches with a closed toe. Jewelry could add some sass to your outfit without being a hindrance while you are working. Keep it simple with dainty necklaces, stud earrings, light bracelets and a watch.

For men, it's as simple as a classic business suit. Get a variety of collared shirts in prints and colors for a little punch to your solid colored suit. Fabulous ties top off the sleek ensemble. Keep in mind that your shirt and tie should not clash in color or

print. A rule of thumb is if the shirt is printed, the tie should be a solid and vice versa.

Also, polish up those dress shoes to look in tip-top shape before your first day on the job. It is also a good idea to trim up facial hair; "No shave November" isn't as graciously accepted in the workforce as on a college campus.

As you move on to the next chapter of your life, many things are going to change. Your friends, where you live and how you spend your everyday life will be different, but one thing is for sure — you will be able to dress the part.

**Larissa Ost is a junior in apparel and textiles. Ariel Burress is a sophomore in apparel and textiles. Please send comments to [edge@spub.ksu.edu](mailto:edge@spub.ksu.edu).**

## Finding employment challenging, possible

**Mark Kern**  
junior staff writer

College students want to graduate, go out in their careers and start getting paid the big bucks. However, with the economy the way it is, it has become tougher to get the jobs right out of college, so here are a few steps that could help people achieve this goal.

According to Scott Fischer, senior in civil engineering who is graduating this semester, internships are an important thing people can do to prepare.

"Getting the internship at the time that I did was a great break for me," he said. "Working there this summer, I was able to show them what type of worker I am and the type of person I am. It all worked out because after I graduate I am going to be able to start working for them in January and start my life after school."

Getting internships is one way to help get a job, but it is not the only way.

Alex O'Neill, who graduated last May from Geneva University in Beaver Falls, Pa., with a degree in business, said he did not have such an easy time finding his job.

"Right after I graduated, I was not sure when or where I would start working," he said. "It was kind of stressful. I did not think

it would be this hard, but it was. However, I just started applying at every job I could find and eventually was able to find one. You have to be persistent and never give up."

With persistency, though, the worst thing that can happen is a person does not get the job, but people should not let that bring them down.

Also, there are places on campus to help students take the right steps in getting the jobs they want. Career and Employment Services offers many things to help prepare students for jobs, including assistance with resume and tips with what to do and not do at an interview. CES also has internships and jobs that students can apply for while in school, which could help build contacts for jobs in the future.

According to its website, CES is dedicated to advising and training students to make career decisions, create solid and competitive resumes, succeed in interviews and learn how to effectively search for jobs.

Learn more by visiting their website, stopping by Holtz Hall or calling 785-532-6506.

Though it might be a tough time for the economy, students should keep looking and eventually they will find that job.

### FALL 2010 COMMENCEMENT SCHEDULE

|               |  |
|---------------|--|
| <b>Friday</b> | * Human Ecology, 9 a.m. McCain Auditorium                                      |
|               | * Education, 10:30 a.m. Bramlage Coliseum                                      |
|               | * Technology and Aviation, 7 p.m. Student Life Center at K-State Salina Campus |
|               | * Business Administration, noon Bramlage Coliseum                              |
|               | * Agriculture, 1:30 p.m. Bramlage Coliseum                                     |
|               | * Engineering, 3 p.m. Bramlage Coliseum  |

### Saturday

|   |
|---|
| * Arts and Sciences, 9 a.m. Bramlage Coliseum |
|---|

**Matthew Gorman**

Congratulations. Keep on chasing your dream. We are all proud of you. Love, Mom, Dad & Andrew

**Kyle Devine Dolan**

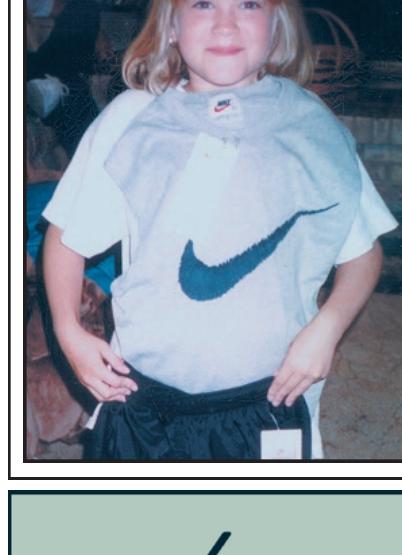
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## A dose of sanity



Tyler Brown

Well, the semester is ebbing closer to the eventuality that is finals week, but I thought I'd bring something else to the table for you all to think about instead of subject matter you'll most likely forget as soon as you are done with your tests. I wanted to bring up the topic of just how backward the U.S. is as a country. I'm not here to bash on America but to offer a critique and comparison of what we find acceptable in the entertainment industry.

I recently watched a movie entitled, "This Film Is Not Yet Rated;" it's a movie by documentary filmmaker Kirby Dick who is also well known for another film entitled "Outrage." Dick's goal in his documentary was to show what a sham the Motion Picture Association of America is.

For those unaware, the association is in charge of issuing ratings for every film released in theaters. I should note that the film features an entire slew of clips from movies that received an NC-17 rating, so those who feel odd watching sex scenes with others should get ready for a good time. The film has a bit of a bias against the current rating system, so it might come off as radical. What Kirby Dick accomplished is showing how biased, and even corrupt, the MPAA can be.

For instance, the organization says it employs raters who are about age 30 with children from youngsters up to their teens, but our trusty director and a private investigator revealed that most of the raters are in their late 40s and 50s and even have grandchildren. It's nothing against the older folk, but what we younger people find offensive is utterly different than what they might. Another fun fact is that the MPAA is the only rating organization in the world that won't reveal who it employs to the public. Why so secretive?

Although the movie reveals how "truthful" the MPAA is to the public, the main focus of Dick's documentary is to get down to the bottom of why the organization is so harsh against the representation of sexual acts on screen but lets violent films like "Saw" get away with an R-rating. Think about it: We live in a country where we have video games that glorify violence but don't show the consequences of it. We have films like "Saw" which are the equivalent of torture-porn.

However, with all these representations of violence, we're still uncomfortable talking about sex? I don't get it. In many European countries, it's the opposite; instead, they choose to censor gratuitous violence. Do I agree with such a system? Of course I do. I'd love to live in a place where my future theoretical children would be more comfortable with the idea of sex than they are with the idea of somebody getting torn limb from limb as they scream helplessly.

Is it any wonder why the U.S. is one of the most violent industrialized countries in the world? I'm not saying that the censoring of sex versus violence is the direct cause of this, but it's definitely a factor. Don't get me wrong, I enjoy playing "Call Of Duty" online and watching a movie in which violence could very well occur; but in the end, couldn't part of the reason I enjoy those be because I was raised in this country?

Should we really be so against an intimate moment between two people and in favor of seeing somebody's life cut down? I would highly encourage you to seek out the documentary "This Film Is Not Yet Rated" and start thinking about everything from the media to how you were raised and how this formation has affected your views on sex and violence. Let's get thinking; let's get talking.

Tyler Brown is a junior in English. Please send comments to edge@spub.ksu.edu.

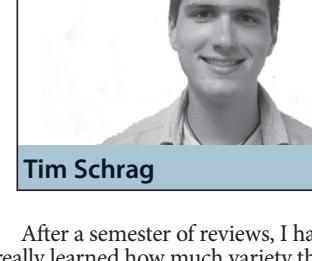


# CHOICES, CHOICES

**Reviewer:** Manhattan dishes full of variety, taste



Logan M. Jones | Collegian  
Restaurants like So Long Saloon and The Patio Grille and Bar are some of Tim Schrag's highest recommended restaurants in Manhattan. Dishes like the Chipotle Raspberry and Black Bean Dip and Smothered Bacon Cheddar Chicken satisfied the food critic on his hungriest days.



Tim Schrag

After a semester of reviews, I have really learned how much variety there is in Manhattan, as far as food venues go. I have also realized that people, myself included, seem to have trouble deciding where to go out to eat.

I've compiled a list of what I think are the top five spots here in the Little

Apple based on what the places I reviewed this semester.

No. 1: So Long Saloon: It seems So Long's is always packed but totally worth the wait and is definitely the crown jewel of what I call "New Aggieville." With a Day of the Dead theme, country music icons on the wall and the slogan "Root Cat or Die," this place combines the charm of Aggieville's K-State connection and the feel of an Old West cantina.

#### Hot Items:

Chipotle Raspberry and Black Bean Dip: It may sound unappealing, but it's addicting. The perfect blend of savory and sweet; none of the ingredients overpowers the others. Bleu Cheese Burger: It's my safety order. It pretty much speaks for itself. Resist



Heather Scott | Collegian



Logan M. Jones | Collegian

Temptation: It's a burger topped with a fried egg, bacon and mayo. Great for breakfast lovers.

No. 2: Cox Bros. BBQ: Barbecue lovers, I have found a new home this fall. Every time I step into the restaurant, I am immediately embraced by the delicious smoky smell and inviting atmosphere. Cox Bros. has the atmosphere of a sit-down restaurant with the speed of a drive-thru. Its slogan is "Eat hearty. Have fun. Go home." As far as I can tell, the employees live up to that standard.

#### Hot Items:

Q Deals: A list of combo meals, including brisket, pulled pork, turkey and many more, with a side and drink for \$7.99.

No. 3: Little Apple Brewing

Company: I said it earlier this week; this joint is synonymous with a good steak. It's the kind of place that serves quality food, but there isn't a dress code attached — thank God. Above the bar is a sign that reads "No Crap On Tap," which makes sense because it is a brewery, after all, which brews five signature and several seasonal varieties of beer.

Hot Items: The steak, any cut really. I've tried a few of the restaurant's cuts and all steaks have their merits, but be prepared to pay a little more for it. The cheapest cut, the 10-ounce top sirloin, costs \$19.99; the most expensive, the 20-ounce porterhouse steak, costs \$33.99. The restaurant knows how to cook its meat; ask for medium and food is served exactly that way.

No. 4: Mr. K's Cafe and Bar: Named after one of yesteryear's bars in Aggieville, Mr. K's serves up more than just K-State nostalgia. Located in Grand Mere Village, the cafe has a great atmosphere.

Hot Item: Langostino Lobster & Crab Fondue: This dish is thick, with fresh crab, tomatoes, lobster and blended cheese. I get it every time I go in; basically, it's the appetizer from K-State heaven.

No. 5: The Patio Grille and Bar: The Patio Grille offers classic, Cuban and Floribbean — a mixture of Floridian and Caribbean — food that is worth checking out if you can make a choice. There are tons of things on the menu, and they all look appetizing.

Hot Items: Smothered Bacon Cheddar Chicken: The cheese makes this dish, but the bacon is the icing on the cake. Cheese Quesadilla: It is huge, more of a meal than an appetizer. I think the two tortillas, holding a thick layer of cheese and served with salsa and sour cream, are meant to be shared. I would consider it a sound investment.

These are just a few highlights from my semester, but like I continually say, Manhattan has many dishes to offer. Go check them out.

Tim Schrag is a junior in journalism and mass communications. Please send comments to edge@spub.ksu.edu.



Logan M. Jones | Collegian

# STUDY | Explore new venues

## Continued from page 3

traditional-aged college students and more people in their upper 20s and 30s there, which can be a nice change of scenery.

The walls have lovely seasonal pieces, so if you like the shades of autumn, you'll feel right at home in the midst of Panera's toasty color scheme. Do be aware that the restaurant closes at 9 p.m.

## Friends' houses

Friends' houses are nice places to study because you can hang out with people without any of them being strangers and without having to wear anything fashionable. Also, it's a restful opportunity to spend extended time without feeling like you have to do anything exciting or have really deep conversations.

Put on a pot of tea, your comfy pants, wordless music (I recommend Yann Tiersen or Red Garland) and your favorite knee socks. With a friend next to you on the sofa, the challenges of college homework and studying are not so bad after all.

## Final Notes

All of the locations listed have free wireless Internet. The Radias I speak of is located at 616 North Manhattan Ave. Bluestem makes its coffee at 1219 Moro St. Panera cooks up that soup at 315 Southwind Place, near Target, and friends' houses are ideally located near yours.

Don't be afraid to bundle up and go someplace new. You just might find your new favorite spot to study.

# TEACH | State looks to fill holes with alternate certification

## Continued from page 1

lot from hearing about this — what you'll do when you teach — and this is how you write lesson plans."

People outside the U.S. can also receive certification to teach in a specific state, often without additional training or coursework. Some states require only a degree in a specific field from another country or expert experience in that field.

"You do need time to adjust to the environment where you are working, so emergency or alternate certification does not allow for adjustment time," said Sam Mwangi, assistant professor of journalism.

## Why obtain one?

More states are using alternate paths to license teachers due to a shortage of teachers in certain areas. Some school districts have seen a shortage of math and science teachers and look abroad to find applicants they feel are knowledgeable in those areas.

In 2002, the State Department wrote a grant to be able

to develop an alternative pathway to certification statewide," Mercer said. "It also helped fund students who wanted to go into high-needed areas. This has helped us get people channeled where they need to be the most."

According to the National Center for Alternative Certification, the state of Kansas reported that the motivation behind implementing a restricted teaching license pathway was to find qualified people who wanted to teach.

The alternate certification program was designed so people would have immediate access to start teaching and complete professional coursework to become fully certified.

According to the National Center for Education Information, in the 2003-04 school year, Kansas hired 2,757 teachers with a temporary or other teaching license. Those teachers made up 6.7 percent of the 41,096 teachers in the state that academic year.

"It was nice that I could begin teaching right away," Kazar said. "I had full benefits once I was licensed."

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According to Mercer, teachers who are too knowledgeable might have difficulty breaking down difficult subject areas so students can understand. In Kansas, alternative teachers are only allowed to teach in sixth through 12th grades.

Mercer also said teachers who are from foreign countries are not required to take a language class before teaching. In Kansas, foreign teachers receive a three-year license instead of a permanent license and then the district evaluates them.

Foreign teachers still have to be trained in the field they are going to teach, Mercer added, and they are required to know English and be able to communicate with their students proficiently.

"We have a reciprocal exchange program with Spain, and we feel that they have comparable skills to come right over and teach without any additional coursework," Mercer said.

She said the number of teachers in Kansas with alternative certification is considerably lower than many other

states. In the 2005 report by the National Center for Education Information, Florida had the highest number of teachers with alternative certification with 17,918 during the 2003-04 school year.

Students who struggle more.

"The kids that struggle and hate math need the help. I can really teach these kids something more," Kazar said.

Alternate certification has helped smaller towns staff more difficult areas. Mercer said not many students recently out of college want to move to a small town and teach, so school districts have to find people who may not consider a small town for another career but will consider teaching.

According to the U.S. Department of Education, in the 2010-11 school year, Kansas has had the most difficulty staffing special education departments. Alternate certification has helped ease this teaching shortage in the U.S., and Mercer said she thinks it is a great way to expose students to more experience and knowledge.

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# ETHIOPIA | Education system struggling

**Continued from page 1**

as well as the academic structure in Ethiopia.

"The biggest difference I saw between Ethiopia and the United States is the amount of resources kids in the states have at their disposal," Curtis said. "Here at home, kids can learn using the Internet, computers and other gadgets. In Ethiopia, we had to use more conventional methods to connect with the students."

One of these conventional methods included using readily available material to construct homemade books. The handwritten books were made up of paper, staples and duct tape. The stories were written in Amharic, one of the 84 languages native to Ethiopia, by the schoolchildren.

The books were used to facilitate literacy initiatives and were major additions to the libraries across the countries. In one school, a suitcase full of books that the participants brought doubled the size of the library.

Both Curtis and Spears agreed that the journey to Ethiopia was an eye-opening experience. The teachers were able to be a part of a world in which the education system was very raw—the literacy rate in Ethiopia was 38 percent in 2008—and they said this helped them "count their blessings."

"Although the Ethiopian government has made a push for a stronger universal education system, there is still much progress to be made," said Spears, professor of curriculum and instruction and director of K-State's Center for Science Education. "There were many schools that needed help in finding serviceable resources and teachers that could motivate more parents to send their children to school."

The teachers plan to use their experiences from the trip to create much of their own curricula.

"The purpose of the project is to share the Ethiopian culture with American students," Spears said. "This trip has given teachers across the nation an opportunity to expose their students to a diverse learning environment."

Participants have already implemented the curriculum in K-12 schools, using "realia," which are traditional cultural items like music, different types of native clothing and other objects to facilitate learning and add a unique cultural exchange to classrooms.

The project will formally end on May 31, 2011, when participants will give a final presentation depicting the program's benefits.

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4:55 7:30 10:05  
Warriors Way R 12:30 6:10  
Burlesque PG-13 12:45 3:55 7:05 9:45  
Tangled 3D PG 1:00 4:00 6:30 9:20  
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Tangled 2D PG 1:00 4:00 6:30 9:20  
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# YOGA | Instructor witnesses practice's power on own life

**Continued from page 1**

perceived as a trendy fitness program in this country, Franklin said yoga refers to a state of mind. The physical aspect is only one-eighth of the experience.

Yoga is practiced by about 15 million people in the U.S. who use it for a variety of reasons, including exercise, healing and as a spiritual experience.

"I think in our culture we want to have specific definitions," Franklin said. "Yoga is one of the hardest things to say that about."

Quoting a famous yoga teacher, T.K.V. Desikachar, Franklin said, "The ultimate goal of yoga is to perceive things as they truly are so that we never act in a way that we later regret."

While a pure, clear mental state may be the ultimate goal of yoga, physical benefits are important as well, she said.

"Now, on the way there, you may get a bikini body," she said. "But you must not fool yourself that you are doing yoga if all you are doing is the physical exercises."

A 2009 survey of more than 4,000 adults by the Pew Forum on Religion and Public Life found 23 percent of Americans believe yoga is not just exercise but a spiritual practice.

Tina Gassen, Manhattan resident, originally began practicing yoga on her own two years ago to correct abuse to her body from running and lifting weights. But as she started taking lessons from Franklin, her interest increased and her purpose in yoga began to change.

"It is more of a spiritual experience, pulling the mind, body and spirit together," Gassen said.

Franklin teaches yoga in her studio as well as classes for credit on campus. She teaches

10 classes a week, not including private lessons. Though she has practiced for about 30 years and taught since 1984, she said she still finds it rewarding because every student has different needs, perceptions and questions.

She has studied under Desikachar among others and earned her certification as a yoga teacher and mentor from the Krishnamacharya Healing and Yoga Foundation in Chennai, India.

Franklin has also studied the ancient teachings and traditions of the Yoga Sutras and Vedic Chant under Sonia Nelson, director of the Vedic Chant Center in New Mexico. Franklin often incorporates yoga philosophy and the practice of using one's voice in her instructing.

"Vedic chanting is very deep for me," she said. "To me, it's like a connection to all other human beings that ever existed."

**Practice becomes personal**

Franklin, born in Montevideo, Uruguay, was first exposed to yoga in 1951 as a 6-year-old when her father began to practice.

"As a child, I thought it was cool to do all those funny things with your body," she said.

Her father picked up yoga seeking relief from a lung condition, and he was healed soon after he began, Franklin said. He continued to practice daily for nearly 40 years.

"My father felt the healing happening and he had his life back, because he had been told at the time of his lung condition that he would not live very long," she said.

Her father, Albert, worked for the U.S. Foreign Service, and Franklin spent most of her childhood traveling internationally. She said those experiences

made her accepting toward other cultures and religions.

When she was 18, Franklin lived with her family in India for a year. There, her father met Tirumalai Krishnamacharya, a man credited with revitalizing yoga and teaching some of today's most well-known yoga masters.

Her father began taking weekly lessons from Krishnamacharya. "That has influenced my life a great deal," Franklin said. "Although I never studied with Krishnamacharya, I did get to meet him."

In Franklin's mid-20s, practicing became personal when sorrow struck Franklin's life. She went straight for the healing power she had witnessed as a child after she and her husband of two years separated.

"It was an emotional crisis and a period of grief because I realized that something I thought was permanent wasn't," she said.

Because of her exposure and awareness of yoga, Franklin said she felt compelled to express her emotions in that way. "I instinctively went to the floor and began to practice," she said.

She began to perform two simple postures and exercise the breathing she had always observed her parents doing. Like her father, Franklin said she immediately felt yoga's healing power.

"I realized this was a support for me in my grief and in my confusion and my emotional upset," she said. "And when I felt that support, I never wanted to stop."

## Sharing the healing

Upon discovering yoga's positive effects on her life, Franklin continued to practice on her own.

An important teaching of

yoga, Franklin said, is realizing the difference between thoughts and conscious awareness. To achieve this goal, one must pay close attention to everything the body does.

"Once you put attention on a pose and breathe in pose, it becomes a whole experience," she said.

Though Franklin rarely discussed yoga, people began to inquire about her calm demeanor. "Then they would say, 'Well, will you teach me?'" she said.

At the time, Franklin worked as a travel agent in Boston. Friends would come over for yoga lessons, but Franklin said she considered it more demonstrating than teaching.

When she was 39, Franklin was offered the use of a studio in Parkersburg, W. Va., where she lived at the time. While in the state, she taught out of her home and at various wellness centers. "I was like an itinerant yoga teacher, and I would drive from town to town," she said.

After years of teaching, Franklin decided she should get formal training. She studied in Hawaii on and off from 1995 to 1998 as she continued to teach in West Virginia.

A few years after her father passed away, Franklin and her daughter, Phoebe, moved to Kansas to be near her mother. Her mother practiced yoga until she was 90, and three weeks ago, at the age of 100, she passed away.

"That's why I'm here, basically to be close to my mom and now she's gone," Franklin said, "but I'm still close to her. I'm still very close to her."

## Leaving an impact

After living in Manhattan for a year, Franklin began to take on students again. In 2000, she opened the original Yoga Con-

nexion Studio on the corner of Juliette Avenue and Laramie Street. She also taught yoga at the fitness center in Mercy Regional Health Center and for the UFM.

Franklin taught yoga to the K-State track team for a couple years after she had Olympic high jumper Gwen Wentland-Mikinski in one of her classes.

"She was understated about the whole thing," Franklin said. "Later on, I found out that she had broken a record for women in high jump."

While Franklin said the track team mainly sought physical benefits from yoga, she enjoyed teaching them and helping them achieve what they wanted. However, she said, "You can't really do the postures without getting some of the mental benefits too because that's just what it's designed for."

Manhattan resident Carol Barta was exposed to yoga as a young teenager, but she did not practice for years. She returned to it recently after she injured her shoulder. Barta said she appreciates the personal attention she receives in Franklin's classes.

"She's very good at figuring out what we each need," she said.

Students lay on their backs, legs outstretched and palms up. A low gong reverberated through the room and faded into the silence. Franklin encouraged her yoga students to be present in the moment, to notice where their thoughts were going and to bring them back to the present. "The present is your breathing, your pulse; the sensation in your fingers," she said.

Franklin loves to teach students the art that has brought healing and peace to her life. "I hope very much that they learn that yoga is about helping themselves to live their life in the best possible way," she said.

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